### Winter Teaching Event - Saturday, Jan 19, 2013

#### Break-Out 1: 10:00 am – 1:00 pm

<table>
<thead>
<tr>
<th>Room</th>
<th>Title</th>
<th>Presenter</th>
<th>Audience</th>
<th>Stream</th>
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<tbody>
<tr>
<td>219 Tory</td>
<td>Dealing with Emotion</td>
<td>Manuela Popovici, School of Social Work</td>
<td>All</td>
<td>Professional Development &amp; Academic</td>
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#### Concurrent 1: 10:00 am - 11:15 am

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<td>Teaching New Dogs Old Tricks: Engaging Students in Library Research</td>
<td>Martha Attridge Bufton, Carleton University Library</td>
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<td>Belinda Boekoven, Department of Psychology Dave McKenny, School of Computer Science</td>
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<td>Jovan Groen, University of Ottawa</td>
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#### Teaching Talks: 11:30 am - 12:30 pm

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#### Break-Out 2: 11:30am -12:45pm

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Concurrent 2: 1 pm – 2:15 pm

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<td>Mary Rita Holland, School of Public Affairs</td>
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<td>219 Tory</td>
<td>Teaching in a Second Language (2:30-3:30pm)</td>
<td>Andrea Carrion, Department of Geography</td>
<td>All</td>
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<td>234 Tory</td>
<td>What do they already know?</td>
<td>Andrew Macumber, Department of Earth Sciences</td>
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<td>230 Tory</td>
<td>Time Management</td>
<td>Svetlana Demtchenko, Department of Electronics Katie Lutz, Department of Civil and Environmental Engineering</td>
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Winter Teaching Event - Saturday, Jan 19, 2013

Break-out 1 (10am – 1pm)
Dealing with Emotions
Manuela Popovici, School of Social Work

A workshop designed to give CU TAs several conceptual and practical tools to use in emotionally charged work situations. Through discussions, case studies, and group activities, we will practice applying those tools to several common scenarios.

Objectives:
- Present several conceptual frameworks that can help you build a nuanced understanding of emotions.
Introduce you to several practical tools you can use to deal with emotionally charged situations.

Provide opportunities for you to bring in your own experience and interests.

**Restrictions:** Limited Attendance (20 participants)

**Concurrent 1 (10 am – 11:15am)**

**Teaching New Dogs Old Tricks: Engaging Students in Library Research**

*Martha Attridge Bufton, Carleton University Library*

Generation Y students like search engines such as Google, Bing and Yahoo—so much so that googling is now a verb. So how do we get these students into the library, either in person or “on the cloud”?

Martha Attridge Bufton, a subject specialist at the Carleton University Library, will share some of the teaching strategies she uses to raise awareness of the need to use library resources in order to find “good” information when delivering in-class workshops to large groups; it’s all about filter bubbles, Youtube and peer instruction.

This workshop is most appropriate for those teaching in the arts and social sciences or those marking essays.

**Privacy and Integrity in Jeopardy**

*Belinda Boekoven, Department of Psychology*

*Dave McKenny, School of Computer Science*

Teaching Assistants are responsible for a variety of tasks in their courses. Two of them are implicit, but very often go unexplained: Information Privacy and Academic Integrity. This session will explore these two important areas of TA responsibility with regards to i) FIPPA concerns surrounding students' information, and ii) the academic integrity standards of academic courses. Participants in the session learn and test their knowledge in teams through the use of educational Jeopardy.

**Kinàmàgawin: Aboriginal Issues in the Classroom**

*Mallory Whiteduck, Equity Services*

*Naomi Sarazin, Equity Services*

How do you talk about Aboriginal issues in your class? Often times, discussions surrounding Indigenous issues can leave students and TAs feeling uncomfortable, angry and/or alienated. In this workshop we will explore some of the difficulties that can arise when discussing these issues in the classroom. Through interactive activities and discussions, you will learn techniques to enhance your facilitation skills that will enable an inclusive, safe, productive and professional classroom environment.

**Easy as A, B, C: Creating Marking Rubrics for Social Sciences**

*Vanessa Brown, Department of Sociology*

*Jordan Fairbairn, Department of Sociology*

Rubrics are important tools which can enhance teaching and learning in the classroom. This session will discuss how and why rubrics are helpful teaching aids, and show TAs the ins and outs of creating and using rubrics for the social sciences. We will explore how rubrics can help students understand the expectations of teachers, create consistency in the marking process, enhance feedback on students' work, and make the marking process more efficient. By the end of this session each member will have drafted their own rubric for a class of their choice and will understand the logic and process behind making rubrics that are useful for teaching and learning social science.

*Intended Audience:* TAs in Faculty of Arts & Social Sciences

**Professors and Teaching Assistants: Defining your Working Relationship**

*Jovan Groen, University of Ottawa*
Teaching assistants work with students, but they also work with professors. It is therefore important to establish a good working relationship so that the teaching experience can be a positive one for all those involved. The literature on this topic contains a number of useful strategies that can be implemented by teaching assistants in order to establish a productive work dynamic with their professors. During this session we will discuss how to go about setting expectations, and the elements associated with constructive communication.

**Intended Audience:** All TAs

### Teaching Talks (11:30am – 12:30pm)

#### Engaging students, engaging teachers: Sociology in/of the University Classroom
Aaron Doyle, Department of Sociology/Anthropology

Why are university teachers and TAs sometimes fighting an uphill battle to keep undergraduates engaged, especially in larger classes. This talk takes a critical look at the social factors at work in the university classroom that lead to student disengagement, and then offers some solutions based on practical experience. Will be interesting and helpful to any future university teachers as well as TAs leading tutorials

#### The Power of Curiosity
Claudia Buttera, Department of Biology

If you ask undergrads the importance of the role of ‘curiosity’ in learning, most will tell you that curiosity is very important.

If you ask them how often they feel they can exercise curiosity as an undergrad, most will say “rarely or never”. The truth is, curiosity is linked to interest, which is linked to engagement, which is linked to learning...all of which are linked to YOU – the individual helping to facilitate learning.

What we deliver, how we deliver it and the role of students themselves help to set an underlying tone in the classroom. In this talk we will discuss the role you can play in promoting curiosity and active learning in the classroom.

#### Helping Students Understand the Importance of a Problem Solving Framework
Scott Newman, Department of Electronics

Have you as an educator ever watched a student simply stare at a problem, often for quite some time, and wondered how they are processing that problem? In one-on-one situations this is often one of the first questions I ask and am shocked at the number of times the student is trying to match to recognize the “class” of problem so that they may duplicate the process without understanding. Once students are introduced to a framework from which they can assemble their solution, problems that once appeared difficult are possible and the students feel empowered.

In my 6 years as a Teaching Assistant (TA) with the Department of Electronics at Carleton University, 2 as a TA Mentor, I have been routinely confronted with what I see as one of the biggest problems with undergraduates in today’s academic environment, the manner in which they solve problems. By problems we are not just talking about technical problems but essay writing, computer programming, or even artistic critiques. This talk will be presented as a case for teaching students a problem solving framework and a discussion for its place in post secondary education.

#### Active Listening
Christina Dore, School of Language and Linguistics

A talk about listening is certainly odd; so this talk is dedicated to you, the listener. We all know (at least, *kind of*) how to listen, but do we listen *actively* often enough? Do we listen first and foremost with our eyes, hearts, and
souls - and use our ears only if absolutely necessary? I will share some food for thought on how to shrink your ears to improve listening skills and I encourage your participation in this anecdotal session.

**Break-out 2 (11:30am – 12:45pm)**

**Creating an Effective Teaching Philosophy Statement**  
*Julie Lepine, School of Applied Linguistics and Discourse Studies*

This workshop will focus on the importance of developing a statement of teaching philosophy and introduce participants to the initial process of drafting such a statement. Participants will be given the opportunity to develop and draft personal beliefs about teaching into paragraphs using a ‘formula’ as a guideline.

**Concurrent 2 (1:00 - 2:15pm)**

**Active and Collaborative Learning Techniques for Tutorials/Labs and More!**  
*Leslie Helmus, Department of Psychology*

Active and collaborative learning techniques are essential to engaging students in the learning process and enhancing understanding and retention. This workshop will review the theory and empirical support for active and collaborative learning, as well as how to incorporate these techniques in your interactions with students, and how to address challenges in implementing these techniques. Although primarily geared for students who run tutorials/labs, this workshop can be useful for student interactions in office hours, as well as TAs who may want to organize review sessions.

**Handling Difficult Grading Situations**  
*Mary Rita Holland, School of Public Affairs*

Strategies and tips for dealing with commonly-encountered difficult grading situations, how to avoid escalation when interacting with students, peers and faculty members, and an introduction to the resources available at Carleton to help students and TAs. Participants will explore the issue at the core of several scenarios, explore responses and identify how to avoid the conflict in the first place.

**Intended Audience:** All TAs

**Reaching Out To Your audience**  
Sean McTavish, Department of Mechanical and Aerospace Engineering  
Ali Etemad, Department of Systems and Computer Engineering

The workshop will focus on methods that can be used to effectively incorporate visual, audio, and action into teaching in order to reach a broader audience. Strategies for incorporating a variety of teaching approaches in lectures, tutorials, and small groups will be discussed.

**Effective Presentations**  
*Menaka Reguparan, Department of Law & Legal Studies*  
*Vincent Paquet, Department of Economics*

Delivering a presentation can be quite a rewarding experience. This workshop will take you step by step through a careful preliminary planning. In particular, you will learn the proven techniques to deliver dynamic and credible presentations that inform, persuade and motivate your audience, the latter being either a committee, a classroom, participants to a conference or any other type of audience.

**Concurrent 3 (2:30 - 3:45pm)**

**Teaching In A Second Language (1 hr workshop)**
Andrea Carrion, Department of Geography

TAs who have English as their second language might face additional challenges in order to run a discussion group or lead a lab. This workshop will provide some tips to gain confidence and develop an inclusive learning environment.

**Restrictions**: 20 participants...All TAs

**Time Management**
Svetlana Demtchenko Department of Electronics
Katie Lutz, Department of Civil and Environmental Engineering

Effective time management is essential to achieving high productivity and balance in your life. In this workshop we will examine the barriers to time management and their causes, including procrastination. We will also discuss effective strategies for overcoming time wasters and getting the most out of your day. As causes for time management problems are different for many people, this workshop focuses on self reflection and provides the audience with a set of tools to choose from for addressing their own time management barriers.

The Possibility of Other Possibilities OR Everything I Know About Teaching I Learned From the Movies
David Richler, School for Comparative Studies in Literature, Art and Culture
Sarah Waisvisz, Department of English

This workshop will discuss some of the limits of top-down, content-driven teaching. We will introduce TAs to the idea of a critical pedagogy, specifically Paulo Freire’s notion of the Pedagogy of the Oppressed. The goal is to help TAs begin to think outside the traditional toolbox of teaching techniques in order to foster a more democratic and learning-oriented environment.

What Do They Already Know?
Andrew Macumber, Department of Earth Sciences

Time is a precious commodity. Whether you are delivering a workshop or a course you will never have enough time to deliver all the material that you would like. This is compounded when you cover material that your audience already has a solid grasp of. A valuable practice is to gauge your audience’s prior knowledge, so that you can target your teaching to those areas that are weakest. These same techniques can be used to test the effectiveness of your course. Various methods, theories and pitfalls will be discussed in this workshop.